

MEETING THE STANDARDS

CORRELATION WITH VIRGINIA HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING

	Sample Topic	SOL		Sample Topic	SOL
United States History to 1877	<i>James Armistead Lafayette (American Spy)</i>	The student will demonstrate knowledge of the causes and results of the American Revolution by explaining reasons why the colonies were able to defeat Britain (USI.6.d)	World History and Geography: 1500 A.D. to the Present	<i>Johann Gutenberg (Inventor, Printing Press)</i>	The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press. (WHII.3.c)
	<i>Eli Whitney (Inventor, Cotton Gin)</i>	The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America. (USI.8.c)		<i>Jose de San Martin (Liberator of Argentina)</i>	The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by identifying the impact of the American and French Revolutions on Latin America. (WHII.6.f)
	<i>John Wilkes Booth (Assassin of President Lincoln)</i>	The student will demonstrate knowledge of the effects of Reconstruction on American life by describing the impact of Reconstruction policies on the South. (USI.10.b)		<i>Gavrilo Princip (Assassin of Archduke Ferdinand)</i>	The student will demonstrate knowledge of the worldwide impact of World War I by explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II. (WHII.9.a)
United States History: 1877 to the Present	<i>Jane Addams (Founder, Hull House)</i>	The student will demonstrate knowledge of how life changed after the Civil War by describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement. (USII.3.e)	World Geography	<i>James Marshall (Discovered gold in California)</i>	The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources. (WG.5)
	<i>Eliot Ness (Prohibition Agent)</i>	The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century describing the social changes that took place, including Prohibition, and the Great Migration north (USII.5.b)		<i>Tetsuya “Ted” Fujita (Developer, Tornado Intensity Scale)</i>	The student will analyze how selected physical and ecological processes shape the Earth’s surface explaining how technology affects one’s ability to modify the environment and adapt to it (WG.2.c)
	<i>Medgar Evers (NAACP Field Secretary in Mississippi)</i>	The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by examining the Civil Rights Movement and the changing role of women (USII.8.a)		<i>Sir John Hawkins (First British Slave Trader)</i>	The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors. (WG.6)
Civics and Economics	<i>George Mason (Author, Virginia Declaration of Rights)</i>	The student will demonstrate knowledge of the foundations of American constitutional government by explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights (CE.2.b)	Virginia and United States History	<i>Min Chueh Chang (Developer, Birth Control Pill)</i>	The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by analyzing how changing patterns of immigration affect the diversity of the United States population, the reasons new immigrants choose to come to this country, and their contributions to contemporary America (VUS.14.b)
	<i>John Marshall (Supreme Court Justice, Author of Marbury v. Madison decision)</i>	The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by describing the exercise of judicial review. (CE.8.b)		<i>Harriet Beecher Stowe (Author, Uncle Tom’s Cabin)</i>	The student will demonstrate knowledge of the major event during the first half of the nineteenth century by describing the cultural, economic, and political issues that divided the nation, including slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union. (VUS.6.c)
	<i>Jack Abramoff (Lobbyist)</i>	The student will demonstrate knowledge of the political process at the local, state, and national levels of government by examining the role of campaign contributions and costs. (CE.5.d)		<i>George F. Kennan (Author, U.S. Containment Policy)</i>	The student will demonstrate knowledge of United States foreign policy since World War II by explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe (VUS.12.b)
Theme			Virginia and United States Government	<i>George Gallop (Developer, Scientific Polling)</i>	The student will demonstrate knowledge of local, state, and national elections by analyzing the influence of media coverage, campaign advertising, and public opinion polls. (GOVT.6.d)
				<i>Elbridge Gerry (Redistricting)</i>	The student will demonstrate knowledge of local, state, and national elections by examining the impact of reapportionment and redistricting. (GOVT.6.e)
				<i>Ernesto Miranda (5th Amendment Rights)</i>	The student will demonstrate knowledge of civil liberties and civil rights by analyzing due process of law expressed in the 5th and 14th Amendments (GOVT.11.b)

This year’s theme is **The Individual in History: Actions and Legacies**. Topics can be selected from any aspect of local, regional, national, or world history, but must clearly relate to the theme. Effective entries not only describe an event or a development, they also analyze it and place it in its historical context, given this year’s theme.

Students begin competition at the local level, and then move on to district and state competitions. The top two entries in each category at the state level will be eligible to compete at National History Day, held each year in College Park, Maryland.

For more information, visit www.history.org/vhd

These and other sample topics may be found on the National History Day website at www.nationalhistoryday.org.